**Lesson Plan Format**

**Teacher Candidate: Paul Green Grade Level: 10 Date of lesson: November 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Standard:

DoDEA Social Studies Content Standards (SS):

11SS10.a: Evaluate how minority groups organized to confront segregation and discrimination; African American Movement, Woman’s Rights Movement, Native American Movement, the Asian Movement, Hispanic American Movement, Youth Activism.

11SS10.b: Examine and analyze the key events, policies, and court cases in the evolution of civil rights; Dred Scott v. Sandford, Plessy v. Ferguson, Brown v Board of Education, and Regents of the University of California v. Bakke.

11SS10.c: Analyze the passage and effects of civil rights and voting rights legislation

(1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth

Amendment, with an emphasis on equality of access to education and to the

political process.

11SSK8: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

11SSK9: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have gained experience in identifying primary and secondary source material, analyzing source material. Also students in groups, constructed presentations regarding major political, social, economic, technological, and cultural developments of the 1920’s.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

1. At the conclusion of this class, students will be able to compare how minority groups organized to confront segregation through examining and analyzing key events and policies through civil rights movement.
2. Students will conduct a field research into historical events and social, economic, and political issues about segregation.
3. At the end of their field of research, students will construct a newspaper encompassing articles researched using multiple primary and secondary sources.
4. At the end of this class students will discuss the connections associated between particular historical events and larger social, economic, and political trends and developments.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Informal Formative: Students will participate in a variety of class discussions: Think-Pair-Share, small group, and full class discussions. Instructor will monitor groups and discussions.

Formal Formative: Individually students will conduct research on segregation issues within society and construct a newspaper that depicts past and present issues relating to segregation. A Rubric will be used to assess project.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Smartboard with graphing abilities
* Computer/Projector
* Primary/Secondary Sources provided by Teacher as examples

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Guided Inquiry with the aid of a Presentation on Civil Rights in America and around the world. This is to build their curiosity and interest on the subject, as well as to provide background and information regarding various fights for civil liberties. The role of the teacher shifts from lecturer to that of a facilitator, providing guidance and support, as needed allowing students to move independently in completing their projects.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is importan

Teacher will conduct a brief Socratic lecture on civil rights, as a way of initially determining what students know about civil rights, and segregation. Students will receive a lecture on key events, policies, and court cases in the evolution of civil rights and how through the movement of Non-violence, minorities were able to make changes. In small groups students will research on current issues regarding civil rights and segregation issues, and discuss and compare them with past to issues (computers are provided in classroom). Groups will share their findings to the class orally. For example, What is the difference between Segregation, and Discrimination? Besides America, what other countries experienced segregation? What areas of society do or did segregation play a part. Is segregation just about race? How have people from other countries experienced segregation? What similarities are there? What differences have you discovered?

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* **Mini lesson 1:** Key events, policies, and court cases in the evolution of civil rights

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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